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ABSTRACT

The Fall 2002 Idea Book contains suggestions for enriched learning. "Save Our History; Save Our Sounds," "Eureka!" and "Lindbergh Flies Again" involve two or more disciplines of study and would work well for team-teaching projects . Lesson materials from the Arts and Entertainment Network teacher's guide are: "Biography 15: Eureka!"; "Pocahontas"; and "The Lost World." Lesson materials from the History Channel teacher's guides are: "Save Our History: Save Our Sounds" (the lead article); "Save Our History: American Lighthouses"; "Blood and Treasure in Peru"; and "Lindbergh Flies Again." Each lesson provides appropriate national standards correlation; curriculum links; educational objectives; discussion questions and learning activities; vocabulary; and resources. Also includes a list of winning ideas from teachers. (BT)

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Save Our Sounds--America's Recorded Sound Heritage. The Idea Book for Educators, Fall 2002.

Beth Ann Marian, Editor
Jessica Rosenberg, Editor

A&E Network, New York, NY.

SO 034 057

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fall 2002 A&E and The History Channel in Your Classroom

the idea book™

for educators

plus:
- Eureka! Inventors
- The Lost World
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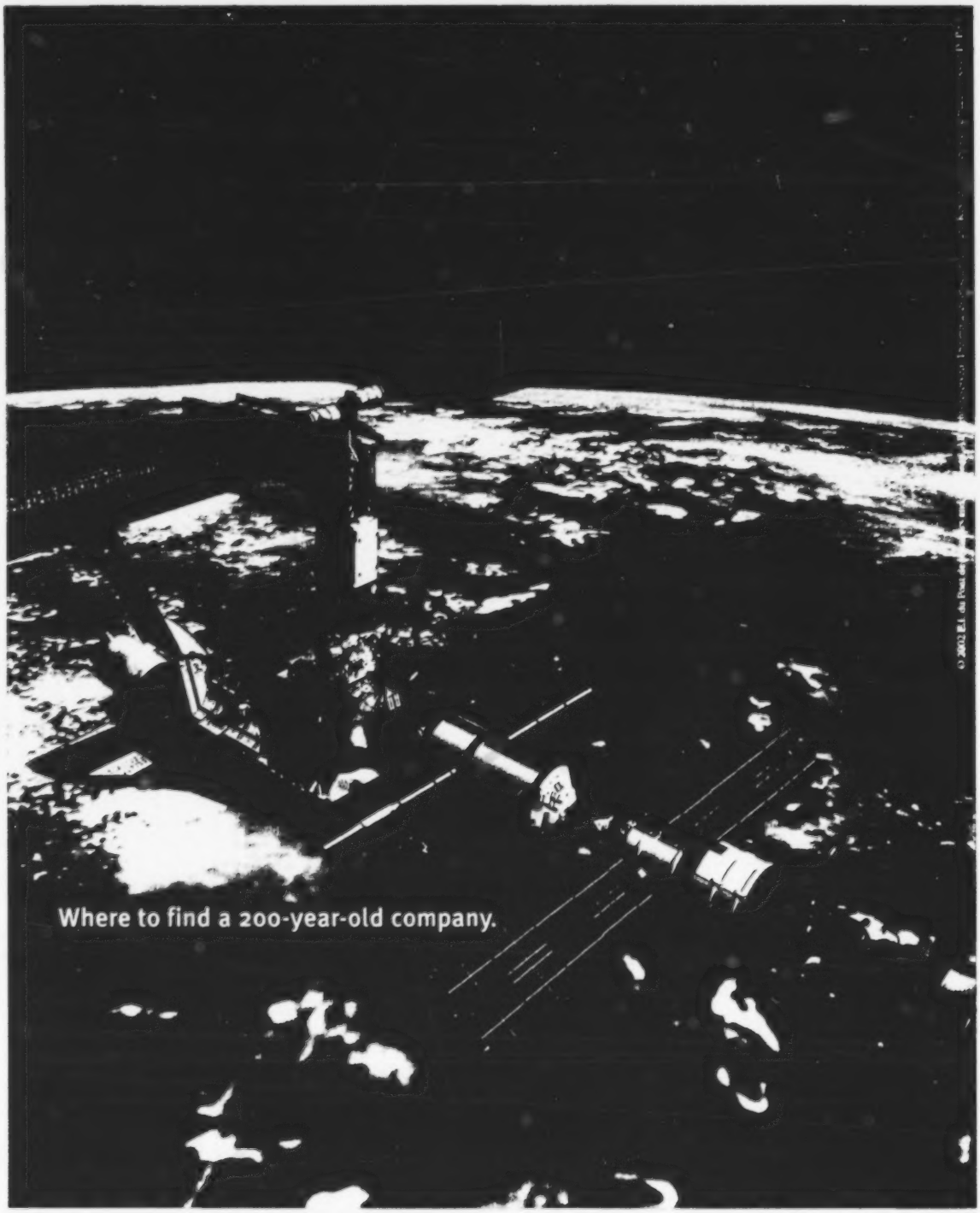

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PRESIDENT & CHIEF EXECUTIVE OFFICER
Nickolas Davatzes

EXECUTIVE EDITOR
Libby Haight O'Connell, Ph.D.

MANAGING EDITOR
Beth Ann Marian, M. Ed.

ASSOCIATE EDITOR
Jessica Rosenberg

BUSINESS COORDINATOR
Lourdes Gamez

CONTRIBUTING WRITERS
Mary Alice Kolodner
Louise Maxwell, Ph. D.
Annie Nicolosi, Ph.D.
Libby Haight O'Connell, Ph.D.
Jessica Rosenberg
Jorge Vega

COPYEDITOR
Linda Stern

ART DIRECTOR
Madeline Gleason

GRAPHIC DESIGNER
Joshua Rubin

THE HISTORY CHANNEL SCHEDULING
Richard Giraud

A&E SCHEDULING
John Griffin
Ken Hinegardner

PRINT PRODUCTION
Dawn Attridge
Myrna Dobken
John Dunwoody
Martha Gardner

PHOTOS
Ian Luce
Christina Wright

Please send questions to:
classroom@aetn.com
or fax us at 212.551.1540

The Idea Book for Educators is published twice a year by A&E Television Networks.

I am more than happy to conduct the **traditional toast**

on December 31, but to me the new year always begins with the fall semester. With the start of classes comes the opportunity to make new friends, reach out to new learners, and try new approaches in education. This semester's *Idea Book*™ is chock-full of creative suggestions for enriched learning. Even if you don't have the class time or flexibility to adopt an entire new lesson, I hope you can find lively bits and pieces that add high-quality content and new insights to your curriculum.

In this issue, there are several platforms that would work especially well for team-teaching projects—*Save Our History: Save Our Sounds*, *Eureka!* and *Lindbergh Flies Again* all involve two or more disciplines of study. We would love to hear from those of you who join with colleagues on these special topics. E-mail us at **classroom@aetn.com** and share your ideas with other savvy educators.

This fall we will be featuring a special celebration of Hispanic Heritage on Biography Channel and History International, our new digital networks, as well as on The History Channel. To learn more, visit our Web sites: Biography.com/class and HistoryChannel.com/classroom.

Best of luck in the new school year!

Libby H. O'Connell

Libby H. O'Connell, Ph.D.
Vice President,
Educational Initiatives

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A&E classroom presents

Biography® 15: eureka! the 20th century's top 15 inventors

airdates: **october 7, november 29 & january 3**

BIOGRAPHY would like to thank DuPont for sponsoring the educational outreach for *EUREKA! THE 20th CENTURY'S TOP 15 INVENTORS.*

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As part of the yearlong celebration of BIOGRAPHY'S 15th anniversary, BIOGRAPHY presents the top fifteen history-makers of discovery, design, and creation -- those inventors who have magnificently changed our everyday lives.

The following materials have been designed to accompany the program, *Eureka! The 20th Century's Top 15 inventors.* They can be used independently or as a three- or four-day unit. Only a portion of the guide is printed here. Visit Biography.com/classroom for the complete guide. Included in this online curriculum are an activity that precedes the viewing of the program, two activity options for use with the video, postviewing activities and two science capsules on understanding plastics and lasers. In addition, a list of vocabulary terms with definitions, brief biographies of all fifteen inventors, resources, and possible extension activities have been included to support student learning.

for educators

AandE.com/class

national **standards**

This teacher's guide fulfills the following National Science Education Standards for grades 5-12: Science and Technology (Abilities of technological design, Understanding science and technology); Science in Personal and Social Perspectives (Science and technology in society, Risks and benefits); History and Nature of Science (Science as a human endeavor, History of science).

curriculum links

This teacher's guide is designed for science and social studies teachers who wish to connect the themes of the program to their own curriculum. The activities and worksheets included in the guide offer creative strategies to support both a science and social studies curriculum for middle to high school students.

activities

previewing activities

Discussion Questions

1. What is the difference between invention and discovery?
2. What motivates invention? discovery?
3. What criteria would you use for choosing the top inventions?

viewing activities

Table

Below is the list of the twentieth century's top inventors with their inventions. As you read down the list, think about what discovery or invention had to occur for these inventions to become a reality. Write your ideas in the blank space in the table.

inventors table

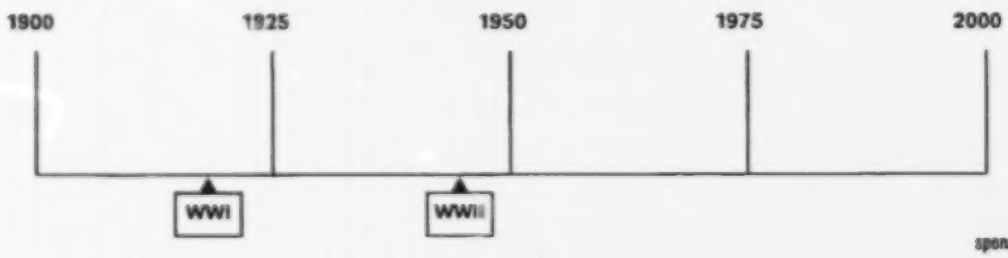
Number	Inventor	Invention	Preliminary Discovery and/or Invention
15	Tim Berners-Lee	World Wide Web	
14	Stan Cohen and Herb Boyer	Genetic engineering	
13	Guglielmo Marconi	Radio	
12	Henry Ford	Model T and assembly line	
11	Gordon Gould	Laser	
10	Leo Szilard	Nuclear chain reaction	
9	Gregory Pincus	Birth control pill	
8	Alan Turing	Computer	
7	Nikola Tesla	Alternating current	
6	Jonas Salk	Polio vaccine	
5	William Shockley	Transistor	
4	Philo T. Farnsworth	Television	
3	Leo Baekeland	Plastic	
2	Wilbur and Orville Wright	Airplane	
1	Thomas A. Edison	Light bulb, phonograph alkaline battery	

ⓘ To read a biography of each inventor listed above visit us online at Biography.com/classroom.

postviewing activity

The timeline below indicates two major world events, World War I and II, that played a role in bringing about the application of certain inventions. The use of nuclear chain reaction, for example, led to the development of the atomic bomb that was dropped in 1945 on Nagasaki and Hiroshima in Japan. What other important historical, economic or cultural events could be added to the timeline that would help set the stage for invention? Indicate them below your timeline. Next, add to the timeline the number for each invention from the chart of inventions. Place the number above the timeline.

timeline



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activities (continued)

timeline discussion questions

1. Do you recognize any patterns in the timeline on page 3? Choose one or more of the inventions and describe the social, economic, and/or historical climate that may have influenced the invention.
2. Do you see any place along the timeline where support could be given for the saying "Necessity is the Mother of Invention"?
3. Do you notice any similarities among the inventors themselves?
4. Are there ways in which you can group the inventions? By time? By discipline?
5. What are some of the personal characteristics that inventors must have in order to be successful?

extended activities

1. Choose one or two of the inventions from the list. Research the historical, economic, and social climate, as well as the scientific discoveries, that led up to the invention. Were any people other than the invento: involved in the invention who may have contributed to its success? Take notes and prepare a five-minute presentation on your research.
2. Choose inventions that are linked by subject area, such as biology. Research the discoveries that were made starting from ten years before the first invention and those that led up to the final invention. Make a flow chart to show how these discoveries laid the foundation for the inventions.
3. Choose one of the inventors, and research the inventor's life and background. Try to determine the personal characteristics and events that put this individual in the right position to create the invention.
4. Look up the U.S. Patent Office on the Web. Find out what it takes to patent an invention. Prepare a short presentation on your findings.

ⓘ For additional activities visit us online at Biography.com/classroom.

vocabulary

alternating current (AC) ▮ (n.) an electric current that reverses direction in a circuit at regular intervals

artificial intelligence ▮ (n.) a self-aware computer or machine

atom ▮ (n.) the smallest unit of an element

bonded ▮ (adj.) describing the joining of atoms and/or molecules by a chemical force

direct current (DC) ▮ (n.) an electric current flowing in one direction only

electron ▮ (n.) a stable, negatively charged, subatomic particle

genetic engineering ▮ (n.) scientific alteration of the structure of genetic material in a living organism

laser ▮ (n.) acronym standing for "light amplification by stimulated emission of radiation"

molecule ▮ (n.) a group of like or different atoms held together by chemical forces

molten ▮ (adj.) made liquid by heat

patent ▮ (n.) a grant made by a government that confers upon the creator of an invention the sole right to make, use, and sell that invention for a set period of time

polymer ▮ (n.) a chemical compound created by the repetition of millions of repeated units of natural and/or synthetic compounds

proton ▮ (n.) a stable, positively charged, subatomic particle

transistor ▮ (n.) a small electronic component that can control current and transmit current across a resistor

vaccine ▮ (n.) a preparation made from a weakened or killed bacteria or virus, or from a part of their structure, that stimulates antibody production or immunity against the disease but is incapable of causing severe infection

ⓘ For additional vocabulary words visit us online at Biography.com/classroom.

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scholarship challenge

attention middle and high school teachers!

Have your students enter the **5th Annual Biography® of the Year Scholarship Challenge** for a chance to win one of four scholarships. Teachers will be entered for a chance to win too.

grand prize scholarship (2):	$5000 savings bond
first prize scholarship (2):	$2500 savings bond

who can enter:
Students in grades 5th through 8th in the middle school category, and students in grades 9th through 12th in the high school category.

topic:
A 250-word essay on the person who has made the most significant impact on world events in 2002.

criteria:
Persuasiveness (34%), Creativity (33%), and Suitability (33%)

deadline:
All entries must be postmarked by NOVEMBER 15, 2002 and received by NOVEMBER 22, 2002. Send entries to A&E Biography of the Year 2002 Contest, P.O. Box 7696, Melville, NY 11775-7696.

Winners will be notified by December 8, 2002. Judges' decisions are final.

For a copy of the official rules, a look at last year's winning essays, and for more information, visit our web site AandE.com/class. To request a hard copy of the rules send a S.A.S.E. to A&E Biography of the Year 2002 Contest Rules, P.O. Box 7868, Melville, NY 11775-7868.

Grants and prizes for qualifying teachers and schools: In each of the two categories (middle school, grades 5 through 8, and high school, grades 9 through 12), the teacher of the Grand and First Prize winner's selected will be awarded, respectively: a $500.00 Grant check to use for classroom activities or a $250.00 Grant check. The schools of the winning students will each receive an A&E Home Video Library Prize (est. retail value $200).

No purchase necessary. Void where prohibited. Contest ends 11/15/02. Contest open to residents of the U.S. who are students, in grade 5 through 8 or 9 through 12, as of September 4, 2002. See official rules for details at AandE.com/class. Contest Sponsored by A&E Network.

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biography for kids: pocahontas ambassador to the new world

airdate: **november 18**

Most of us know Pocahontas as the young Native American girl who saved the life of Captain John Smith. What most of us don't know is the true story of Pocahontas, the legendary Powhatan princess whose words and actions helped ease tensions between the Powhatan tribe and English settlers in Jamestown. *Pocahontas: Ambassador to the New World* ventures beyond the common myth about Pocahontas and provides a revealing look into the tragic yet heroic life of one of the world's most famous princesses.

AandE.com/class

national **standards**

This teacher's guide fulfills the following National Standards for History as developed by the National Center for History in the Schools: Historical Thinking Standards 1, 3, 4, and 5 for Standards in History for grades K–4 (Topic 3: Standards 5 and 6) and U.S. History Standards for grades 5–12 (Era 1, Standards 1A, 1B, and 2A).

curriculum links

This teacher's guide is suitable for middle school and high school classes in American history, science, political science, and peer counseling.

objective

Students will be able to describe the impact Pocahontas had on English and Native American relations during her lifetime.

discussionquestions

1. If you were Powhatan, how would you have handled the arrival of the English?
2. What is the Native American meaning of the name Pocahontas? Was this her real name? Why did she have two names?
3. It was thought that Pocahontas was part of an elaborate plan to gain the trust of John Smith and ultimately the English. What would have been the benefit of this?
4. Why do you think Pocahontas and John Smith worked so diligently for peaceful coexistence between the Native Americans and the English settlers? To what degree were they successful?
5. As ambassador, Pocahontas gained the respect of her people and the English. At the time this was an amazing feat since Pocahontas was a fifteen-year-old female. What does this say about Pocahontas and the Powhatan tribe?
6. What environmental factors could have contributed to the lack of food available to the English settlers?
7. Throughout the program, historians use the words legend, myth, and fiction. Why? When you think about what you knew of the story of Pocahontas and the information you gained by viewing parts of the Biography®, how much of the Pocahontas story do you think is fact? Fiction?
8. How did Pocahontas dispel the stereotypical image of Native Americans held by the English? Do these stereotypes still exist? What stereotypes exist in your community? Why?
9. Would you have done what Pocahontas did for peace? List some other people who have dedicated their lives to peace. How did they accomplish their goals?
10. The Powhatan tribe had rituals for all major events that happened. What are some rituals you perform on a daily, weekly, monthly, or yearly basis? In what way do you celebrate these events?

activities

1. Create a five- to ten-minute film on the life of a twentieth-century Pocahontas. What events in his or her life will you focus on? Explain the impact this person has made in international or domestic relationship building and compare to the impact Pocahontas made in developing and maintaining Native American-English interaction.
2. Pocahontas developed tuberculosis while in England. Prepare a five-minute oral presentation on tuberculosis, how it is transmitted, what precautions we now take and the medical advancements that now exist to prevent its spread, who is most likely to contract it and the effects tuberculosis can have on certain societies. Compare current precautions and treatment to those used in Pocahontas' day.
3. How can the relationship between Pocahontas and John Smith teach us the importance of conflict resolution? Think of a current conflict (international or domestic) that needs to be resolved. What steps would you take to resolve the issue? How would you handle the conflict differently than others dealing with the same situation? How can the steps taken to resolve the conflict you have selected be applied to your everyday life? Write a skit or have a group discussion about resolving the conflict you have chosen.

ⓘ For additional activities visit us online at AandE.com/class

vocabulary

ambassador ▮ (n.) a diplomatic agent who, while within a foreign country, acts as the resident representative of his or her own government or sovereign

assimilate ▮ (v.) to absorb into the cultural practices of a group; to make similar

colony ▮ (n.) a group of people living in a new territory but retaining ties with their parent state; the territory inhabited by the group

courage ▮ (n.) mental strength to venture and persevere, and to withstand danger, fear, or difficulty

dominate ▮ (v.) to have or exert mastery or control

exploit ▮ (v.) to make use of a person or situation meanly or unjustly for one's own advantage

Jamestown ▮ (n.) the first permanent English settlement in America

King James I ▮ (n.) King of England 1603 to 1625

respect ▮ (v.) to regard highly

ritual ▮ (n.) the established form for a ceremony

strategy ▮ (n.) a careful plan or method

tribe ▮ (n.) a social group composed of many families, clans, or generations

tuberculosis (n.) a highly variable, communicable disease, caused by the tubercle bacillus, that primarily affects the lungs

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resources

websites&books

web sites

http://www.apva.org/history/pocahont.html
Association for the Preservation of Virginia Antiquities

http://www.aande.com/class/bioproject
The BIOGRAPHY® Project for Schools

http://www.nps.gov/colo/Jthanout/Pocahnts.html
Colonial National Historical Park – National Park Service

http://www.powhatan.org/
Powhatan Renape Nation

http://jefferson.village.virginia.edu/vcdh/jamestown/Pocahontas.html
Virtual Jamestown

books

Fritz, Jean. *The Double Life of Pocahontas.* Illustrated by Ed Young and Feodor Rojanovsky. New York: Penguin Putnam Books for Young Readers, 1987.

Iannone, Catherine. *Pocahontas.* Broomall, Penn.: Chelsea House Publishers, 1995.

McDaniel, Melissa, and Catherine Iannone. *The Powhatan Indians.* Broomall, Penn.: Chelsea House Publishers, 1995.

Sakurai, Gail. *The Jamestown Colony.* Danbury, Conn.: Children's Press, 1997.

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the lost

airdates: January XX–XX

Sir Arthur Conan Doyle, best known for his Sherlock Holmes mysteries, wrote *The Lost World*, on which this movie is based, in 1912. This science fiction adventure, though not scientifically accurate, creates opportunities to learn about the extinction of dinosaurs and to explore evolution.

The Lost World features a pair of bickering science professors, Challenger and Summerlee; an explorer, Lord John Ruxton; and a journalist, Edward Malone, who take off on an expedition to the mysterious Lost World, a plateau in the Amazon rainforest. This mythical hidden habitat, where the laws of nature have been miraculously suspended, escaped the effects of the K-T mass extinction that eliminated all dinosaurs 65 million years ago. In addition to several dinosaur species that somehow escaped extinction, a tribe of native Indians and a population of savage ape-men inhabit the plateau and compete for survival.

The quest of the expedition—to bring back living proof of dinosaur existence—is narrowly achieved after numerous adventures. A romantic subplot develops between the journalist and the adopted niece of a missionary who leads the expedition to the Lost World. The missionary, Theo Kerr, a strong believer in creationism, finds himself conflicted about letting his adopted niece take the group to find proof of evolution. After a series of struggles with the ape-men and the dinosaurs, they ultimately return with the proof they were after, a living pterosaur.

national **standards**

This teacher's guide fulfills the following National Science Education Standards for grades 5–12: Life Science (Diversity and Adaptations of Organisms, Science as Human Endeavor, Biological Evolution, Behavior of Organisms, and Historical Perspectives).

curriculum links

The Lost World is suitable for middle and high school students in science, social studies, media literacy, and literature classes.

discussionquestions

1. What caused the disappearance of the dinosaurs? Would it have been possible for inhabitants of the fictional plateau described in the movie to escape extinction? Why or why not?
2. Why didn't Theo Kerr, the missionary, want the existence of the ape-men to become known to the outside world?
3. What effect did the K-T mass extinction have on the evolution of mammals?
4. Is this story believable? Using specific examples from the movie, defend your position as to whether or not the Lost World could actually exist.

5. If you were to consider the Lost World without the dinosaurs, do you think it could have existed and sustained the population of Indians and ape-men?
6. How does the introduction of modern-day men and women affect the ecological balance in the Lost World?
7. How would you define science fiction? How do the real and the imaginary interact in science fiction?

activities

previewing activities

1. Have students research dinosaurs and their extinction. Encourage them to identify the characteristics of dinosaurs and describe their behaviors. Ask them to find out when and why dinosaurs became extinct.
2. Have students find out about the life and work of Charles Darwin and his theory of natural selection, as well as the contributions to modern evolutionary theory made by Stephen Jay Gould.
3. Renowned paleontologist Stephen Jay Gould passed away on May 20, 2002. Have students conduct a search or visit http://www.freethoughtweb.org/ctrl/news/stephen_gould.html for a list of his Select Essays. Students should choose one of the essays, write a synopsis of it and present it to the class. Have students incorporate their own thoughts on the essay and whether or not they support Gould's ideas.

viewing activity

As students watch *The Lost World*, they could complete a chart listing the adaptations to life on the plateau made by the ape-men, the Indians, and the dinosaurs. Adaptations include both structures and behaviors that enable species to survive in a habitat. Have students try to determine the physical and environmental conditions on the plateau and note them as they view the film.

post-viewing activities

1. There are a number of scientific reasons why the dinosaurs probably would not have survived for any extended period of time, even if they were able to escape the K-T mass extinction. Ask students to research and think about the basic needs of dinosaurs, the physical environment, the competition for survival, and the other challenges that they would have faced not only to survive but also to remain virtually unchanged for more than 65 million years.
2. Have students research the life of Sir Arthur Conan Doyle and read *The Lost World*. As students learn about his life and work, ask them to think about why he might have written a book so different from his Sherlock Holmes stories. What do they think inspired him to write about dinosaurs? Ask students to write an interview with Sir Conan Doyle about the scientific ideas explored in his book.
3. If creationism is a topic you would like to explore in your class the following activity may be suitable. Help students find out about the conflict between creationism and evolution. Students can consider the following questions: What are the basic principles that contribute to the current theory of evolution? What kinds of evidence do we have that suggest evolution takes place? Is it possible to support creationism with scientific evidence? Why or why not? Hold a class debate.

(continued)

vocabulary

carnivore ▮ (n.) a predatory animal, one that eats flesh or meat

creationism ▮ (n.) the belief that all forms of life, and the world itself, were created by God from nothing

dinosaur ▮ (n.) any of the group of extinct herbivorous or carnivorous reptiles that lived mostly on land many millions of years ago

evolution ▮ (n.) the theory that life on Earth gradually changed over long periods of time from simple to more complex organisms as a result of adaptations by various species to their surroundings

fossil ▮ (n.) a part or an impression of a plant or an animal that has been preserved from a period in the past

geographic isolation ▮ (n.) the separation of a breeding population from other populations by some physical barrier such as a mountain range or a body of water

guano ▮ (n.) a material mostly composed of excrement that is produced by seabirds and used as fertilizer

herbivore ▮ (n.) an animal that eats plants

K-T mass extinction ▮ (n.) the extinction of dinosaurs that occurred approximately 65 million years ago, between the Tertiary and Cretaceous periods, caused by some phenomena that are still debated

mass extinction ▮ (n.) the elimination of a species as a result of the destruction of its habitat or an unfavorable change in its environment

myth ▮ (n.) a fictitious or imaginary story that helps explain a practice, a belief, a historical event, or a natural phenomenon

plateau ▮ (n.) a land mass that has a relatively flat surface but is raised sharply above the land next to it

punctuated equilibrium ▮ (n.) a theory of evolution that emphasizes periods of slow change interspersed by periods of rapid change, especially among isolated populations

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resources

websites&books

web sites

www.aboutdarwin.com
A Web site dedicated to the life and times of Charles Darwin

www.amnh.org/exhibitions/Fossil_Halls
The Web site of the American Museum of Natural History in New York City, featuring its fossil halls

www.eyesoftime.com/teacher/dino.htm
Fossils and dinosaur links from The School Page

www.ZoomDinosaurs.com
Facts about dinosaurs from Zoom Dinosaur

www.nap.edu/readingroom/books/evolution98
Teaching about Evolution and the Nature of Science

books

Doyle, Arthur C. *The Lost World*. Chicago: Academy Chicago Publishers, 1990. Reading level: Young Adult and above

Doyle, Arthur C. *The Lost World and Other Thrilling Tales*. New York: Penguin Books, 2002. Reading level: 7 and up

Gould, Stephen J. *The Structure of Evolutionary Theory*. Boston: Harvard University Press, 1992. Reading level: Adult

ⓘ For additional resources, visit us online at AandE.com/class.

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From: A&E Television Networks To: <Teachers>
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Egypt: Land of the Gods

(Parts 1&2) Tuesday, April 3rd and Wednesday, April 4th at 9pm/8C

A follow-up to the Emmy nominated Egypt: Land Beyond the Pyramids, this two-part documentary examines the ancient beliefs and spiritual practices that have influenced Egyptian society for thousands of years.

Curriculum links: ancient history, social studies

Teacher's Guides available:
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Subject: A&E / History Channel Classroom!

A&E Original Movie: Shackleton

(2 Parts) Sunday, April 7th and Monday, April 8th at 8pm/7C

Based on the detailed diaries and actual accounts of expedition members, A&E's Shackleton tells the extraordinary tale of British explorer Sir Ernest Shackleton, his abortive attempt to reach the South Pole, and his heroic efforts to save his crew. Starring Academy Award® - nominee Kenneth Branagh.

Curriculum links: ancient history, social studies

Teacher's Guides available:
http://www.AandE.com/class

A&E
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1704 items displayed, 1 selected Schedule "Send & Receive All" will run in 1 min...

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ideas from our teachers

This season, our judges tackled enormous stacks of entries from teachers all over the country. It was an inspiring challenge. Take a look at these winning entries, ranging from Greek mythology to fast food. There is a lot of creativity going on in America's classrooms. Congratulations to our winners, and thanks to all of you who sent us your ideas.

AandE.com/ideas

Students Rebuild New York City

Lucille Case helped her eighth-grade students at Greenwood Lakes Middle School in Longwood, Florida deal with the stress and anxiety caused by the events of September 11 by integrating a lesson on New York City skyscrapers into her science unit on forces. After watching such episodes from The History Channel's *Modern Marvels*® and *The Most* series as "The World Trade Center," "Astounding Structures" and "American Steel," students researched, wrote essays, and built models of replacement skyscrapers for the ones that were destroyed in the terrorist attack. The results were remarkable! Many of the soaring 3-D models had moving parts, working fountains and lights, and incorporated anti-terrorist and escape mechanisms. The success of this unit showed how deeply the students connected with the events of September 11 in New York City and highlighted their ideas for making skyscrapers safer.

For her creative idea, Lucille Case will receive a $500 grant from The History Channel. Greenwood Lakes Middle School receives The History Channel thanks to Time Warner Cable.

Know Your Artists

Karen Miller used such artist-theme BIOGRAPHY® videos as the Impressionists, Picasso, and Van Gogh to help her students understand the life and work of some of the world's greatest artists. Students in Karen's Gifted and Talented class at Portola High School in Clio, California, studied one artist at a time, working together as a class to understand that artist's life story and his or her painting style. Students then wrote their own biography of the artist and produced a painting in that artist's style. At the end of the unit, all of the paintings were grouped together and hung throughout the school's halls, providing others in the school with a showcase to learn about the artists and their work.

For her creative idea, Karen Miller will receive a $500 grant from A&E. Portola High School receives A&E thanks to Charter Communications.

Lessons in Leadership from Sir Ernest Shackleton

Students in Timothy Rupert's leadership classes at Pine-Richland High School in Seven Fields, Pennsylvania, learned important leadership strategies from a close viewing of A&E's movie, *Shackleton*. Rupert alternated student-reading assignments from a Shackleton biography with classroom viewing of 20-minute segments from the A&E film. Students were able to compare what they learned from the movie and book, in order to better understand the leadership skills that Shackleton relied on during his Antarctic expedition. Rupert then asked students to consider how these same leadership skills might apply in situations that they encountered in their own daily lives.

For his creative idea, Timothy Rupert will receive a $500 grant from A&E. Pine-Richland High School receives A&E thanks to Armstrong Cable.

Fighting Juvenile Crime

As a teacher in an alternative school, where many of her students are juvenile offenders, Nancy Mitchell faces challenges every day of how to educate her students about the dangerous consequences of juvenile crime. The History Channel's *20th Century: Kid Crime* gave students at the Alternative Ed school in Uniontown, Pennsylvania, a first-hand look at how juvenile crime can lead to much more serious offenses. The documentary worked as an excellent way to spark discussion in the classroom, prompting many students to share their own thoughts and experiences, and helped Nancy engage students who typically can be difficult to reach.

For her creative idea, Nancy Mitchell will receive a $500 grant from The History Channel. Alternative Ed School receives The History Channel thanks to Charter Communications.

What America Eats

Linda Ruble, a teacher at West Intermediate School in Mt. Pleasant, Michigan, used The History Channel's *America Eats: History on a Bun* to teach students in her Cooking Elective class about our country's cultural eating habits. Students learned about the history of pizza in their unit on yeast breads and explored hamburgers, sandwiches, and Oriental food in their unit on International Foods. As a culminating activity for the class, students researched the eating patterns of a particular country and then helped host an international buffet.

For her creative idea, Linda Ruble will receive a $500 grant from The History Channel. West Intermediate School receives The History Channel thanks to Charter Communications.

Greek Culture in Art and Drama

Students in Lydia DiMartino-Ellis' class at Danville Bate Middle School in Danville, Kentucky, watched *In Search of History: The Greek Gods* to discover how ancient cultures continue to impact our modern world. Creatively linking past and present, Lydia had her students conduct additional research on a Greek God or Goddess and then portray this God or Goddess in dramatized commercials for modern products or services. One student, for example, created a commercial for the "Hera line" of maternity clothes, showing that many of our modern needs and values have ancient roots.

For her creative idea, Lydia DiMartino-Ellis will receive a $500 grant from The History Channel. Danville Bate Middle School receives The History Channel thanks to Adelphia Cable.

Analyzing Hollywood Films with Primary Sources

To teach her students the importance of viewing popular media critically, Erica Klusner, a teacher at Long Island City School in Kew Gardens, New York, used The History Channel's *History vs. Hollywood* series and historically related primary sources. Students in Erica's class watched segments from *History vs. Hollywood* to help them learn how to analyze the accuracy of Hollywood films. As a culminating activity, students examined relevant primary sources to help them write a research paper evaluating the accuracy of a Hollywood film of their choice. This unit allowed Erica to meet New York State standards concerning the use of primary sources, while also teaching students that history is a more complex story than that told through images on the "big screen."

For her creative idea, Erica Klusner will receive a $500 grant from The History Channel. Long Island City School receives The History Channel thanks to Time Warner Cable.

Immigrant America: A Not-So-Melting Pot

Third and fifth grade students in Maria José De la Torre's class at Collinswood Elementary in Pineville, North Carolina, created their own "Not-So-Melting Pot" as part of a unit on immigration. Maria used The History Channel's *20th Century with Mike Wallace: Hispanics in America* to spark classroom discussion about the ways in which different immigrants' cultures interact in the United States without losing their distinctiveness. To share their thoughts about the significance of immigration to the fabric of American culture, students wrote their ideas on paper, placed them inside paper vegetables, and then deposited them in a large paper pot, the classroom's official "not-so-melting pot."

For her creative idea, Karen Cisler will receive a $500 grant. St. Anne's Catholic School receives The History Channel from Charter Communications.

For official rules turn to page 25.

HistoryChannel.com/classroom

A&E CLASSROOM

H CLASSROOM

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SAVE OUR HISTORY

SAVE OUR SOUNDS

America's Recorded Sound Heritage Project

one-hour special premieres december 11
(Check local listings for time.)

What do Teddy Roosevelt's speeches, Mexican-American cowboy songs, and the poetry of Langston Hughes have in common? Where can you find the original recording of Woody Guthrie's *"This Land is Your Land?"* Who is making sure that the oral history interviews of the last living ex-slaves are being preserved for posterity? The answer to all three of these questions is: the Save Our Sounds project. The History Channel's one-hour documentary charts the history of audio technology, from Edison's wax cylinders to twenty-first century digitization. It explores the depth and beauty of our national collection of historic speeches, roots music, and oral traditions. The program will also include interviews with preservationists, sound engineers, and artists including Pete Seeger, B.B. King, and Ry Cooder. We think you and your students will be fascinated and inspired.

Save Our History is The History Channel's award-winning campaign dedicated to historic preservation and history education. As part of this initiative, we are presenting a one-hour documentary special on Save Our Sounds, a joint endeavor of the Smithsonian's Center for Folklife and Cultural Heritage and the American Folklife Center at the Library of Congress. Save Our Sounds is "America's recorded sound heritage project, dedicated to preserving historical audio recordings so that they may educate, inform, and inspire generations to come."

For more information, visit **saveourhistory.com** or **saveoursounds.org.**

note to educators

E-mail us to reserve a complimentary twenty-page teacher's guide at savehistory@aetn.com This teacher's guide will be available in November and will include a timeline, primary sources, and activities for grades 5 through 12. All activities will be tied to U.S. history, music, technology, and science standards. Ideal for team teaching and interdisciplinary studies.

THE HISTORY CHANNEL.

Smithsonian
Center for Folklife and Cultural Heritage

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aug 2002 – jan 2003

calendar

A&E

19

all programs air:

Monday through Friday
7–8 am ET & PT/6–7 am CT

In Canada:
8:30 am NT/8 am AT/7 am ET/6 am CT/5 am MT/4 am PT

A America's Castles:
Mexico's White House 10/18 ■

B Behind Closed Doors with Joan Lunden
American Red Cross 10/25
U2 Spy Plane/Cirque du Soliel 1/31
U.S. Treasury/Smithsonian Museum 10/24 ●

Biography
The Adventures of Daniel Boone 12/18
Anne Rice: Vampires, Witches, and Best Sellers 10/21 ■
Audie Murphy: Great American Hero 11/4 ■●
Benjamin Franklin:
Citizen of the World 10/10 ■●
Bill Gates: Sultan of Software 1/17 ■●
Carmen Miranda:
The South American Way 10/3 ■
Che Guevara: Restless Revolutionary 9/30 ■
Davy Crockett: American Frontier Legend 12/16 ■●
Dick Cheney: Quiet Authority 9/4
Dwight D. Eisonhower: Commander in Chief 11/6
Ernest Hemingway: Wrestling with Life (2 Parts) 10/30, 10/31 ■●
Biography 15:
Eureka! The 20th Century's 15 Greatest Inventors 10/7, 11/29 & 1/3 ■●
Evita: The Woman Behind the Myth 10/2 ■●
F. Scott Fitzgerald:
The Great American Dreamer 11/1 ■●
Fidel Castro: El Commandante 10/1 ■●
George Armstrong Custer: America's Cavalier (2 Parts) 11/20, 11/21 ■●
G. W. Bush: The Son Also Rises 9/3 ■●
H. Norman Schwarzkopf:
A Soldier's Story 11/8
Harry S. Truman 12/3 ■●
Henry Ford 10/9 ■●
Hirohito 12/2 ●
The Impressionists: Road to Impressionism (2 Parts) 1/7, 1/8 ■●
The Impressionists: Capturing the Moment (2 Parts) 1/9, 1/10 ■●
J. K. Rowling 8/12
John Glenn:
The All American Hero 11/7 ■●
Joe Montana 8/28
Joe Namath 8/27
Leonardo da Vinci 10/11 ■●
Lewis and Clark:
Explorers of the New Frontier 12/17 ■●
The Lost Generation
(2 Parts) 10/28, 10/29 ■●
Michelangelo: Artist and Man 1/6 ■●
Osama bin Laden:
In the Name of Allah 9/5 ■
Pablo Picasso: A Primitive Soul
(2 Parts) 10/14, 10/15 ■●
Pancho Villa: Outlaw Hero 10/16 ■●
Pierre Elliott Trudeau 11/15 ●
Ponce de León:
The First Conquistador 10/17 ■●
Rudy Giuliani: America's Mayor 9/5 ■●
Sergeant York: The Reluctant Hero 11/5 ■
Sitting Bull and the Great Sioux Nation 11/19 ■●
Sir Ernest Shackleton 12/13 ■●
Sir Isaac Newton:
The Gravity of Genius 1/15 ■●
Stephen King:
Fear, Fame, and Fortune 10/22 ■
Thomas A. Edison 10/8 ■
Vince Lombardi 8/26
Wernor von Braun:
From the Nazis to NASA 1/16
BIOGRAPHY 15 Countdown:
Commanders in Chief 1/20
BIOGRAPHY Close Up: After the Game 8/2
BIOGRAPHY for Kids: Pocahontas:
Ambassador to the New World 11/18 ■●
BIOGRAPHY of the Millennium (4 Parts) 12/30, 12/31, 1/1, 1/2 ■●

C Cosmos: Solar Sail (2 Parts) 8/22, 8/23 & 1/13, 1/14 ■
The Crossing (2 Parts) 1/21, 1/22 ■●

F Foot Soldiers: The Egyptians 12/27 ●

G Gorillas: Primal Contact (2 Parts) 1/23, 1/24 ■●
The Grand Tour: Canadian Rockies 11/11 ●

H The History of God (2 Parts) 12/19, 12/20 ■

I Investigative Reports
AIDS in America:
The Crisis Continues 9/10 ■
Bioterrorism 12/6 ■●
Campus Insecurity 8/19 ■●
Classrooms in Crisis 8/20 & 9/12 ■
Columbine: Investigating Why 9/5 ■
Earth in the Hot Seat 9/13 ■●
Playing to Extremes 8/21 ■●
Portrait of a Terrorist: Mohammad Atta 9/7 ■
The Supersized Generation:
Kids and Obesity 8/14 ■●
Teen Gambling 8/13 & 12/4 ■●
Teenage Suicide: The Silent Threat 9/11 ■
Teenagers Under the Gun 8/16 ■●
Wide Open: Inside the World of High School Football (2 Parts) 8/29, 8/30 ■
Young Guns 8/15 & 12/5 ■●

J Jane Eyre (2 Parts) 9/26, 9/27 ■●

L The Lost World (4 Parts) 1/27, 1/28, 1/29, 1/30 ■●

M Mummies: Tales from the Egyptian Crypt
(4 Parts) ■●
Part 1 12/23
Part 2 12/24
Part 3 12/25
Part 4 8/1 & 12/26
Mystery of Genius: Masters and Madmen
(2 Parts) 11/27, 11/28 ■●

N The New Explorers:
The Science of Sports 8/9 ■●
Niagara: A Short History of the Falls
(2 Parts) 11/12, 11/13 ■●

O Origin of the Vampire 10/23

P The Planets (8 Parts) ■●
Atmosphere 9/23
Destiny 9/25
Different World 9/16
Giants 9/18
Life 9/24
Moon 9/19
Star 9/20
Terra Firma 9/17

R The Real Story: Mystery of Genius
(2 Parts) 11/25, 11/26 ●
The Real West: Elizabeth Custer 11/22

S Sea Tales: The Halifax Explosion 11/14 ■●
Shackleton (4 parts) 8/5-8/8 & 12/9-12/12 ■●

T Treasure! The Wreck of the *Concepción* 10/4

■ – Video available for purchase online at AandE.com or by phone at 800.423.1212.
● – Teacher's guide available online at AandE.com/class.

Program descriptions available at AandE.com/class.

A&E CLASSROOM

A&E classroom calendar aug. 2002-jan. 2003

august 2002

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			Mummies: Tales from the Egyptian Crypt, Part 4 1	BIOGRAPHY: Close Up: After the Game 2
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m	t	w	th	f
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Investigative Reports: Columbine: Investigating Why 9	Investigative Reports: AIDS in America: The Crisis Continues 10	Investigative Reports: Teenage Suicide: The Silent Threat 11	Investigative Reports: Classrooms in Crisis 12	Investigative Reports: Earth in the Hot Seat 13
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november 2002

m	t	w	th	f
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BIOGRAPHY: Audie Murphy: Great American Hero 4	BIOGRAPHY: Sergeant York: The Reluctant Hero 5	BIOGRAPHY: Dwight D. Eisenhower: Commander In Chief 6	BIOGRAPHY: John Glenn: The All American Hero 7	BIOGRAPHY: H. Norman Schwarzkopf: A Soldier's Story 8
The Grand Tour: The Canadian Rockies 11	Niagara: A Short History of the Falls, Part 1 12	Niagara: A Short History of the Falls, Part 2 13	Sea Tales: The Halifax Explosion 14	BIOGRAPHY: Pierre Elliott Trudeau 15
BIOGRAPHY: for Kids: Pocahontas: Ambassador to the New World 18	BIOGRAPHY: Sitting Bull and the Great Sioux Nation 19	BIOGRAPHY: George Armstrong Custer: America's Cavalier, Part 1 20	BIOGRAPHY: George Armstrong Custer: America's Cavalier, Part 2 21	The Real West: Elizabeth Custer 22
The Real Story: Mystery of Genius, Part 1 25	The Real Story: Mystery of Genius, Part 2 26	Mystery of Genius: Masters and Madmen, Part 1 27	Mystery of Genius: Masters and Madmen, Part 2 28	BIOGRAPHY: Eureka! The 20th Century's 15 Greatest Inventors 29

Monday through Friday
7-8 am ET & PT/6-7 am CT

In Canada:
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Monday through Friday 7:30am ET & PTS / 6pm CT

october2002

m	t	w	th	f
	BIOGRAPHY: Fidel Castro: El Commandante 1	BIOGRAPHY: Evita: The Woman Behind the Myth 2	BIOGRAPHY: Carmen Miranda: The South American Way 3	Treasure! The Wreck of the *Concepcion* 4
BIOGRAPHY: Eureka! The 20th Century's 15 Greatest Inventors 7	BIOGRAPHY: Thomas A. Edison 8	BIOGRAPHY: Henry Ford 9	BIOGRAPHY: Benjamin Franklin: Citizen of the World 10	BIOGRAPHY: Leonardo da Vinci 11
BIOGRAPHY: Pablo Picasso: A Primitive Soul, Part 1 14	BIOGRAPHY: Pablo Picasso: A Primitive Soul, Part 2 15	BIOGRAPHY: Pancho Villa: Outlaw Hero 16	BIOGRAPHY: Ponce de Leon: The First Conquistador 17	America's Castles: Mexico's White House 18
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BIOGRAPHY: The Lost Generation, Part 1 28	BIOGRAPHY: The Lost Generation, Part 2 29	BIOGRAPHY: Ernest Hemingway: Wrestling with Life, Part 1 30	BIOGRAPHY: Ernest Hemingway: Wrestling with Life, Part 2 31	

december2002

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january2003

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		BIOGRAPHY: of the Millennium, Part 3 1	BIOGRAPHY: of the Millennium, Part 4 2	BIOGRAPHY: Eureka! The 20th Century's 15 Greatest Inventors 3
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The Lost World, Part 1 27	The Lost World, Part 2 28	The Lost World, Part 3 29	The Lost World, Part 4 30	Behind Closed Doors: U2 Spy Plane/Cirque du Soliel 31

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history channel classroom calendar aug. 2002-jan. 2003

august 2002

m	t	w	th	f
			The Mighty Mississippi: America's River 1	Save Our History: Frontier Homes 2
Time Machine: Are We There Yet? America on Vacation, Part 1 5	Time Machine: Are We There Yet? America on Vacation, Part 2 6	Time Machine: More American Eats, Part 1 7	Time Machine: More American Eats, Part 2 8	Save Our History: Live from Jamestown 9
California, Here We Come, Part 1 12	California, Here We Come, Part 2 13	California, Here We Come, Part 3 14	California, Here We Come, Part 4 15	Modern Marvels: Golden Gate Bridge 16
Wealth and Power: Tyrants and Plunderers 19	Wealth and Power: Building a Modern World 20	Wealth and Power: Innovators 21	Wealth and Power: Celebrity 22	Great American History Quiz: Heroes and Villains 23
American Classics: Defining a Nation 26	American Classics: America in Motion 27	American Classics: America Transformed 28	American Classics: Let Us Entertain You 29	Great American History Quiz: Americana 30

november 2002

m	t	w	th	f
				Great Conventions: 1960 with Sander Vanocur 1
Coming Home: Veteran Experience in the 20th Century, Part 1 4	Coming Home: Veteran Experience in the 20th Century, Part 2 5	Time Machine: Moments of Truth with Stephen Ambrose, Part 1 6	Time Machine: Moments of Truth with Stephen Ambrose, Part 2 7	Save Our History: The World War II Memorial 8
Time Machine: Lindbergh Flies Again, Part 1 11	Time Machine: Lindbergh Flies Again, Part 2 12	History's Mysteries: Mysteries of Amelia Earhart, Part 1 13	History's Mysteries: Mysteries of Amelia Earhart, Part 2 14	Home for the Holidays: The History of Thanksgiving 15
Civil War Combat: The Hornet's Nest at Shiloh 18	Civil War Combat: The Bloody Lane at Antietam 19	Civil War Combat: The Wheatfield at Gettysburg 20	Civil War Combat: The Tragedy at Cold Harbor 21	Civil War Combat: The Battle of the First Manassas 22
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december 2002

m	t	w	th	f
[illegible] 2	[illegible] 3	[illegible] 4	[illegible] 5	[illegible] 6
[illegible] 9	[illegible] 10	[illegible] 11	[illegible] 12	[illegible] 13
[illegible] 16	[illegible] 17	[illegible] 18	[illegible] 19	[illegible] 20
[illegible] 23	[illegible] 24	[illegible] 25	[illegible] 26	[illegible] 27
[illegible] 30	[illegible] 31			

Monday through Friday
6-7 am ET & PT/5-6 am CT

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Monday through Friday 6-7 am ET & PT/5-6 am CT

september2002

m	t	w	th	f
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Grand Canyon: Part 1 9	Grand Canyon: Part 2 10	Niagara: A History of the Falls, Part 1 11	Niagara: A History of the Falls, Part 2 12	Ancient Mysteries: Beast and Treasure in Peru 13
Founding Brothers, Part 1 16	Founding Brothers, Part 2 17	Founding Brothers, Part 3 18	Founding Brothers, Part 4 19	Save Our History: American Lighthouses 20
Great Ships: High Tech, High Seas: Entertainment 23	Great Ships: High Tech, High Seas: Design and Construction 24	Great Ships: High Tech, High Seas: Propulsion 25	Great Ships: High Tech, High Seas: Navigation 26	Save Our History: S.O.S. Save Our Ships 27
Mexico: Dark Skies and Glory 30				

october2002

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	Mexico: From Independence to the Alamo 1	Mexico: Battle for North America 2	Mexico: Revolution and Reform 3	The Real West: The Fathers of Texas 4
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2 **20th Century: Hispanics in America** 10/9

A **American Classics** (4 Parts) ■●
- America in Motion 8/27
- America Transformed 8/28
- Defining a Nation 8/26
- Let Us Entertain You 8/29

Ancient Mysteries:
- **Blood and Treasure in Peru** 9/13 ●

Antarctica: A Frozen History (2 Parts) 1/13, 1/14 ■●

As It Happened: The Spanish-American War (2 Parts) 10/14, 10/15 ■●

B **Battle History of the U.S. Army**
- The Citizen Soldier 1/27
- Fight Wars Undeclared 1/30
- Soldiers Across the Sea 1/29
- Sword of Freedom 1/28

C **California, Here We Come** (4 Parts) 8/12, 8/13, 8/14, 8/15 ●

Caught on Film (4 Parts) 12/16, 12/17, 12/18, 12/19 ■

Christmas Unwrapped:
- **The History of Christmas** 12/13 ■●

Christopher Columbus:
- **Explorer of the New World** 1/17 ■●

Civil War Combat
- The Battle of the First Manassas 11/22
- The Bloody Lane at Antietam 11/19 ■●
- The Hornet's Nest at Shiloh 11/18 ■●
- The Tragedy at Cold Harbor 11/21 ■●
- The Wheatfield at Gettysburg 11/20 ■●

Coming Home: Veteran Experience in the 20th Century (2 Parts) 11/4, 11/5 ■●

D **Empires of Industry**
- Battle for the Skies 1/9 ■●
- Cola Wars 1/7 ■
- War of the Copper Kings 1/8 ■
- Wildcatters 1/6 ■●

F **The Fighting I:**
- **The Story of the USS *Intrepid*** 11/29 ■●

Founding Brothers (4 Parts) 9/16, 9/17, 9/18, 9/19 ■●

Frontier: The Decisive Battles (4 Parts) ■
- Battle for King's Mountain 9/3
- Battle of Fallen Timbers 9/4
- Battle of New Orleans 9/5
- Blackhawk's War 9/2

G **Gold!** (4 Parts) ■●
- Cold Hard Cash 12/26
- Gold Fever 12/24
- The Gold Wars 12/23
- The Stuff of Dreams 12/25

Grand Canyon (2 Parts) 9/9, 9/10

Great American History Quiz
- Americana 8/30 ■
- Heroes and Villains 8/23

Great Conventions:
- **1900 with Sander Vanocur** 11/1

Great Ships: High Tech, High Seas
- Armament 9/23 ■
- Design and Construction 9/24 ■
- Navigation 9/26
- Propulsion 9/25 ■

H **The Haunted History of Halloween** 10/11 ■●

History Alive:
- **Unsung Heroes of Pearl Harbor** 10/23 ■

A History of Toys and Games (2 Parts) 12/9, 12/10 ■●

History's Mysteries
- Cliff Mummies of the Andes 10/10 ■
- Mysteries of Amelia Earhart (2 Parts) 11/13, 11/14 ■
- Ship of Gold 12/27 ■
- Viking Explorers 1/15

History Undercover:
- **Road Map to Pearl Harbor** 10/24 ■

Home for the Holidays:
- **The History of Thanksgiving** 11/15 ■●

L **The Long Gray Line: The Spirit of West Point** (2 Parts) 11/25, 11/26

M **Mexico** (4 Parts) ■●
- Battle for North America 10/2
- From Independence to the Alamo 10/1
- God, Gold, and Glory 9/30
- Revolution and Rebirth 10/3

The Mighty Mississippi:
- **America's River** 9/1 ■●

Modern Marvels
- The Camera 12/20
- Diamond Mines 12/4 ■
- Golden Gate Bridge 8/16 ■●
- The Phonograph 1/3
- Quarries 12/3 ■
- Salt Mines 12/5 ■
- Silver Mines 12/2 ■
- Video Games: Behind the Fun 12/12 ■

N **Niagara: A History of the Falls** (2 Parts) 9/11, 9/12 ■●

November Warriors
- The Modern Campaign 10/31 ●
- The New Arena 10/30 ●
- Noble Dreams/American Realities 10/28 ●
- Trial by Fire 10/29 ●

P **Patent Files** (4 Parts) ■
- Get It on Paper 12/30
- Good Morning! 1/2
- Looking for the Edge 1/1
- Wired World 12/31

R **The Real West**
- The Fathers of Texas 10/4
- John Wesley Powell and the Mighty Colorado 1/24
- The Lewis and Clark Expedition 1/16

The Rockies (4 Parts) ■●
- Great Explorers 1/20
- Striking It Rich 1/21
- Taming the Mountains 1/23
- War and Disaster 1/22

S **Save Our History**
- American Lighthouses 9/20, 12/6 & 1/31 ●
- Frontier Homes 8/2 ■●
- Live from Jamestown 8/9 ●
- The Missouri: A Journey with Stephen Ambrose 9/6 ■●
- Save Our Sounds 1/10 ■●
- S.O.S.: Save Our Ships 9/27 ■●
- *USS Arizona* 10/25 ■●
- The World War II Memorial 11/8 ■●

Sea Tales: Remember the *Maine*! 10/16 ■

T **Time Machine**
- Are We There Yet? America on Vacation (2 Parts) 8/5, 8/6 ■●
- Boone and Crockett: The Hunter Heroes (2 Parts) 10/7, 10/8 ■
- Lindbergh Flies Again (2 Parts) 11/11, 11/12 ■●
- MP's: Warriors Behind the Badge (2 Parts) 11/27, 11/28 ■
- Moments of Truth with Stephen Ambrose (2 Parts) 11/6, 11/7 ■
- More American Eats (2 Parts) 8/7, 8/8 ■
- Raise the *Alabama* (2 Parts) 10/17, 10/18
- Tora, Tora, Tora: The Real Story of Pearl Harbor (2 Parts) 10/21, 10/22

Trains Unlimited: Toy Trains 12/11 ●

W **Wealth and Power** (4 Parts) ■●
- Building a Modern World 8/20
- Celebrity 8/22
- Innovators 8/21
- Tyrants and Plunderers 8/19

■ = Video available for purchase online at AandE.com or by phone at 800.708.1776.
● = Teacher's guide available online at HistoryChannel.com/classroom.

Program descriptions available at HistoryChannel.com/classroom.

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THE HISTORY CHANNEL
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2002 AETN

save our history™: american lighthouses

airdates: **september 20, december 6 & january 31**

Save Our History is The History Channel's award-winning national campaign dedicated to historic preservation and history education. As part of this initiative, The History Channel produces documentaries and corresponding teaching materials for educators free of charge. *Save Our History: American Lighthouses* and this companion guide focus on the plight of some of America's oldest and most famous lighthouses. These structures reflect the maritime, economic, immigration, and cultural history of the United States. Once majestic beacons to seafarers, many of America's lighthouses are on the verge of collapse. *Save Our History: American Lighthouses* documents the efforts to restore and preserve these national treasures.

the idea book for educators

HistoryChannel.com/classroom

national **standards**

This teacher's guide fulfills the following National Standards for History as developed by the National Center for History in the Schools: Historical Thinking Standards 1, 2, 3, 4, and 5 for American History for grades K–4 (Topic 2, Standard 3; Topic 3, Standard 6) and for grades 5–12 (Eras 3–7).

curriculum links

Save Our History: American Lighthouses is suitable for K–6 units on American history and culture, social studies, maritime history, and historic preservation.

objectives

Students will be able to define preservation and explain the importance of preserving historical places. They will explore the role of lighthouses in American history and the importance of maritime travel and safety in America's development, expansion, economy, and military strength.

background

Lighthouses provided safety to American mariners in the early years of our country and continue to guide them to this day. Whale-oil lamps and prismatic lenses in lighthouses enabled ships to navigate easily, even when they were twenty miles out at sea. The lighthouse keeper lived an isolated life, making sure the oil in the lamp was always full, the lens was always clean, and the lighthouse was in good repair. Eventually, most lighthouses switched to automation and the lighthouse keeper vanished entirely. Without the necessary caretakers, the buildings began to succumb to the fierce elements that lighthouses encounter year after year. Around the country, communities have banded together to restore local lighthouses.

The following lighthouses are featured in *Save Our History: American Lighthouses:*

Bodie Island Lighthouse – Outerbanks, NC: A stunningly beautiful light station that houses a rare first order Fresnel lens in its tower. Yet, looks are deceiving; the Bodie Island Lighthouse is in serious danger of collapsing, and estimates to restore it run into the millions.

Cape Hatteras Lighthouse – Outer Banks, NC: America's tallest and most recognizable lighthouse has guided ships through the treacherous Diamond Shoals since 1803.

Currituck Beach Lighthouse – Outer Banks, NC: This lighthouse is one of the great success stories of lighthouse restoration. After twenty years and $1.5 million, this exact twin of the Bodie Island Light Station is fully operational and a major tourist attraction in Currituck County.

Little River Lighthouse – Cutler Harbor, ME: After $25,000 in renovations and twelve months of hard work, the Little River Lighthouse is fully operational for the first time in over twenty-five years.

Portsmouth Harbor Lighthouse – New Castle, NH: Begun in 1771, this is one of America's oldest lighthouses. Connie Small, the wife of the last keeper for this lighthouse, tells the harrowing story of how her husband's sickness during a nor'easter left her in charge of the lighthouse.

Rockland Breakwater Lighthouse – Rockland, ME: When this lighthouse became fully automated in the 1960s, there was discussion of tearing the building down and replacing it with a simple lightpole. Massive community support for the lighthouse brought about a tremendous restoration effort.

St. George Reef Lighthouse – Crescent City, CA: Six miles off the coast of Crescent City, this mammoth granite lighthouse was the most expensive ever built in America. Several of this lighthouse's keepers were killed due to the harsh elements and extreme isolation during their tenure, and eventually the lighthouse was replaced with a lighted buoy. Now, one of the most uniquely challenging lighthouse restoration projects has been undertaken here.

St. Helena Island Lighthouse – Mackinaw Island, MI: After being abandoned in 1920, a restoration project was undertaken in 1986 to save this horribly deteriorated lighthouse. Without much money, the project has relied upon the hard work of a troop of Boy Scouts from Ann Arbor.

discussionquestions

1. What was the role of lighthouses in America's past? Do they have a role in America's present and future?
2. What is the purpose of a lighthouse? What service does a lighthouse provide?
3. Why are so many of America's lighthouses endangered?
4. Today most lighthouse beacons are electric. How were they lit before the use of electricity?
5. What branch of the U.S. Armed Forces maintains the beacons of lighthouses today?
6. How would you describe the lighthouse keeper's job and life?
7. Even with advanced technology, lighthouses are still needed today. Why do we still need them despite many new technologies?
8. What is the American Lighthouse Foundation? What does the foundation do? How does it accomplish its goals?
9. What is a Fresnel lens?
10. Discuss why it is so important to save our lighthouses. How will we lose a part of our history if we do not restore and preserve these landmarks?

ⓘ For additional questions visit us online at HistoryChannel.com/classroom

activities

previewing activities

1. Establish a clear understanding of preservation. If students are at an appropriate reading level, have them look up preservation in a dictionary; otherwise, read the definition aloud to them. Ask students, "What does historical preservation mean? Why should we care about old buildings and landmarks such as lighthouses?"
2. Familiarize students with the historical importance of lighthouses in America's past, especially in its growth, maritime strength, economy, and military past. Discuss the relationship between lighthouses, American history, and American geographic features.

viewing activity

1. Have students fill out the Student Worksheet, found online at HistoryChannel.com/classroom, while they are viewing *Save Our History: American Lighthouses.* The chart asks students for the state the lighthouse is located in, as well as the year it was built and why it needs to be restored.

(continued)

activities (continued)

postviewing activities

1. Have students create their own lighthouses using cardboard, papier-mâché, or blocks.
2. Have students create mobiles illustrating the lighthouses highlighted in *Save Our History: American Lighthouses.*
3. Have students create an illustrated map of the United States that shows the location of each of the featured lighthouses.
4. Instruct students to choose one of the lighthouses highlighted in *Save Our History: American Lighthouses* and write its "biography."
5. Ask students what they can do to help save our lighthouses. Have students brainstorm with fellow students in small groups on how they can make a difference in the preservation of America's lighthouses.
6. Have students write an acrostic poem in which the first letter of each line spells the word lighthouse, or a related term, when read in sequence.

① For additional activities, visit us online at HistoryChannel.com/classroom

vocabulary

automation ▮ (n.) the automatic control or operation of machinery

elated ▮ (adj.) proud or joyful; extremely happy

heroic ▮ (adj.) very brave or daring

isolate ▮ (v.) to set apart or to cut off from others

perilous ▮ (adj.) dangerous

precarious ▮ (adj.) lacking in stability or security; dangerous

replenish ▮ (v.) to refill or to make complete again

restoration ▮ (n.) the act of bringing something back to its original condition

resources

websites&books

web sites

www.HistoryChannel.com/classroom
Save Our History: American Lighthouses

www.nps.gov/caha/bdlh.htm
Bodie Island Lighthouse, North Carolina

www.hatteras-nc.com/light
Cape Hatteras Lighthouse, North Carolina

www.currituckbeachlight.com
Currituck Beach Lighthouse, North Carolina

www.lighthousefoundation.org/littleriver.html
Little River Lighthouse, Maine

www.lighthousefoundation.org/portsmouth.html
Portsmouth Harbor Lighthouse, New Hampshire

www.midcoast.com/~brkwater
Rockland Breakwater Lighthouse, Maine

www.northerncalifornia.net/culture/lighthouses/sgrlps
St. George Reef Lighthouse, California

sthelena.hypermart.net/index.html
St. Helena Island Lighthouse, Michigan

books

Barchelor, John. *North American Lighthouses Coloring Book.* Mineola, NY: Dover Publications, 1999. Reading level: Ages 6–9.

Gibbons, Gail. *Beacons of Light: Lighthouses.* New York: Morrow, William & Co., 1992. Reading level: Ages 8–10.

Gillon, Edmund V. *Easy-to-Make Lighthouse.* Mineola, NY: Dover Publications, 1991. Reading level: Ages 9–12.

Vaughan, Marcia K. *Abbie Against the Storm: The True Story of a Young Heroine and a Lighthouse.* Illustrated by Bill Farnsworth. Hillsboro, Oregon: Beyond Words Publishing, 1999. Reading level: Ages 6–8.

① For additional resources, visit us online at HistoryChannel.com/classroom.

30

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History**classroom** presents

a history international special:

blood and treasure in peru

airdate: september 13

While scholars and students know much about the Incan civilization of Peru, little was known about the Moche civilization until recently. This ancient culture was rich in art and wealth, but its bizarre sacrificial rites mystified archeologists and anthropologists alike. Who were the Moche? When did they live? What were their lives like? And why did they perform such extremely violent and heinous acts of human sacrifice? This episode of *Ancient Mysteries* unravels the enigma of the Moche.

Visitenos al www.HistoryInternational.com/classroom para obtener la guia de maestros del programa "La Sangre y el Tesoro en Peru", escrita en español.

national **standards**

This teacher's guide fulfills the following National Standards for History for grades 5–12 as developed by the National Center for History in the Schools: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretations, and Historical Research Capabilities for World History (Era 3).

curriculum **links**

This teacher's guide would be suitable for middle and high school classes on South American history, world cultures, archeology, anthropology, and religion.

objectives

Students will learn about the ancient Moche Peruvian civilization. They will explore the art and culture of this civilization and its human sacrificial rites. They will also explore the connection between environmental disasters and these rituals.

note to educators

Some of the content dealing with the sacrificial rituals of the Moche may be too intense for younger viewers.

discussion questions

1. Archeologists discovered the civilization of the Moche in Peru. Where is Peru? What is its climate? What are its physical characteristics?
2. Although archeologists now know of the Moche, they still know little about them. Who were the Moche? Why have they remained such a mystery for so long?
3. Scientists uncovered grim scenes at the Temple of the Sun and the Temple of the Moon. What are these temples? What makes them unique?
4. What were the profiles of Moche victims discovered at the Temple of the Sun and the Temple of the Moon?
5. What type of culture did the Moche have? Discuss the characteristics of their culture.
6. The Moche left no written documents, but they did leave behind other types or records. What did the Moche leave behind? How have scientists reconstructed their culture from these records?
7. How has Moche art revealed clues about long-past worlds?
8. While archeologists and anthropologists thought that the Moche practiced ritual human sacrifice, they did not have any proof. What provided evidence to support their hypotheses?
9. In whose tomb did archeologists discover evidence supporting the hypothesis of ritual human sacrifice?

(continued)

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10. Lord Sipan's skull suggests that he was put in a cradleboard as an infant. What is a cradleboard? How do scientists know he was carried in one as an infant?
11. Building the mound pyramids was grueling and arduous work. Why did the Moche undertake such a difficult task?
12. Compare and contrast the pyramids of the Egyptians and the pyramids of the Moche.
13. Who or what is "The Decapitator"?
14. Archeologists speculate that the Moche practiced ritual sacrifice for a reason. Why do they think the Moche performed this horrific ritual?
15. What is El Niño? How does it affect weather patterns?
16. Compare the modern environmental disasters of El Niño to that which occurred during the Moche civilization.

ⓘ For additional questions visit us online at HistoryChannel.com/classroom

activities

1. Using a medium of your choice, construct a small-scale replica of a Moche mound.
2. Research El Niño on the Internet, and use your data to create a report about this environmental phenomenon.
3. Many of the clues about the Moche culture have come from their portrait vessels. Create an artist's rendering of these portrait vessels, or a portrait vessel bearing the likeness of someone you admire.

vocabulary

deity ▯ (n.) a god or goddess

despot ▯ (n.) an oppressive ruler; a tyrant

eloquence ▯ (n.) power and effectiveness in the use of language

grueling ▯ (adj.) requiring great continuous effort; arduous

malicious ▯ (adj.) evil; mean-spirited

mutilate ▯ (v.) to destroy or disfigure a human body or body parts

pinnacle ▯ (n.) the highest point

portraiture ▯ (n.) the art or craft of creating portraits

prowess ▯ (n.) skill; ability

sinister ▯ (adj.) indicative of evil; threatening evil

speculate ▯ (v.) to assume to be true in the absence of conclusive evidence

wanton ▯ (adj.) excessively cruel or merciless; marked by excessive violence

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resources

websites&books

primary resource

http://www.nationalgeographic.com/ngm/0103/feature3/ National Geographic
Website featuring Moche art

web sites

http://www.travelvantage.com/per_moch.html
Peru: The Moche Culture

http://www.rosehulman.edu/~delacova/moche.htm
The Moche

http://www.upenn.edu/museum/Exhibits/moche.html
Stolen Moche Gold

http://www.nationalgeographic.com/ngm/0103/feature3/
Moche Burials Uncovered

http://www.unitru.edu.pe/arq/index.html
Proyecto Ai Apaec (translations on pages available)

books

Bawden, Garth. *The Moche.* Oxford: Blackwell Publishers, 1999. Reading level: Adult.

Hamilton, Lyn. *The Moche Warrior.* New York: Berkley Publishing Group, 2000. Reading level: Ages 12 and up.

Rose, Sally, and The Weather Channel. *El Niño and La Niña.* New York: Simon Spotlight, 1999. Reading level: Ages 9–12.

Uceda, Santiago, Walter Alva, Julie Jones, and Garth Bawden, contributors. *Moche Art and Archaeology in Ancient Peru.* New Haven: Yale University Press, 2001. Reading level: Adult.

INTERNATIONAL

machine: lindbergh flies again

airdates: **november 11–12**

In 1927, Charles Lindbergh became an international hero by flying solo over the Atlantic Ocean. Lindbergh's amazing accomplishment gave him a permanent place in history and made him a cultural icon. To celebrate the seventy-fifth anniversary of Lindbergh's nonstop flight from New York to Paris, his grandson, Erik Lindbergh, has decided to retrace his grandfather's path, recreating the historic flight. Today, three-quarters of a century after Lindbergh's feat, flying solo across the Atlantic in a single-engine plane is still a dangerous and difficult task.

This special program looks back on Charles Lindbergh's historic flight and follows the preparations for Erik Lindbergh's 2002 flight to commemorate his grandfather's achievement.

national **standards**

This teacher's guide fulfills the following National Standards for History for grades 5–12 as developed by the National Center for History in the Schools: Historical Thinking Standards 1 (chronological thinking), 2 (historical comprehension), 3 (historical analysis and interpretation), and 4 (historical research capabilities) for United States History (Eras 7 and 10).

curriculum links

Lindbergh Flies Again is suitable for use in middle school and high school classes in U.S. history, aeronautic history, American culture, and science and technology.

objectives

Students will map the historic flight of Charles Lindbergh and interpret its historical significance. They will follow the intense preparations made by both Lindberghs for their respective flights. They will identify and analyze many of the changes in aeronautic technology between 1927 and the present.

1. Charles Lindbergh is one of the most famous figures of the twentieth century. What is his claim to fame?
2. Many argue that Lindbergh's flight is the single greatest achievement of the twentieth century. Do you agree? What other events might also be considered the single greatest achievement?
3. What difficulties did Charles face as a child? Why did he have trouble fitting in?
4. What was the Orteig Prize?
5. Charles was not the only pilot vying for the Orteig Prize. What happened to the other prize seekers?
6. The press was a constant presence in Charles's life. Why was the press so interested in Charles Lindbergh and his exploits?
7. How did Charles Lindbergh's feat change his life?
8. Why did Erik Lindbergh decide to recreate his grandfather's famous flight?
9. What risks did Erik face in recreating his grandfather's historic flight?
10. How are the original Spirit of St. Louis and the New Spirit of St. Louis different? How are they the same?

(continued)

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11. How did the Lindbergh's each raise the money necessary for the construction of their planes?
12. Although there have been advances in aviation technology, flying solo across the Atlantic in a single-engine plane is still quite dangerous. How did Erik Lindbergh prepare for the dangers of his flight?
13. Erik Lindbergh has rheumatoid arthritis, a debilitating disease. How did Erik overcome this disease?
14. What is the legacy of Charles Lindbergh? How does his grandson's flight help you understand his legacy?

activities

1. Research the life of Charles Lindbergh. Create an illustrated timeline of important events in his professional and personal life. What event happened in his personal life that rivaled the publicity of his professional life?
2. On a world map, trace Charles Lindbergh's transatlantic flight route.
3. Using the medium of your choice, create a replica of The Spirit of St. Louis.
4. Create a poster celebrating Erik Lindbergh's flight, or create a poster celebrating the history and future of flight.

vocabulary

aerodynamics ▮ (n.) the scientific study of the motion of gases (especially air) and their effects on objects moving through them

arduous ▮ (adj.) demanding great effort or labor; difficult

avionics ▮ (n.) the science and technology of electronics and of the development of electronic devices as applied to aeronautics

deteriorate ▮ (v.) to weaken or disintegrate; to decay

hazardous ▮ (adj.) full of danger; perilous

icon ▮ (n.) an important and enduring symbol

initiative ▮ (n.) the ability to begin or to follow through with a plan or task

innovation ▮ (n.) something that is newly introduced

isolation ▮ (n.) separation from other people or places

meticulous (adj.) extremely careful and precise

prosthesis ▮ (n.) an artificial device used to replace a missing body part

rudimentary ▮ (adj.) relating to basic facts or principles

resources

web sites

www.historychannel.com/lindbergh
Lindbergh Flies Again companion Web site on HistoryChannel.com

www.nasm.edu/galleries/archives/LINHINold.htm
The National Air and Space Museum commemoration of Charles Lindbergh's flight

www.xprize.org
X Prize Foundation's feature on Erik Lindbergh's 2002 flight

www.healthtalk.com/rain/path/lindbergh
Interview with Erik Lindbergh on the Rheumatoid Arthritis Information Network

books

Berg, Scott. *Lindbergh.* New York: Berkeley Publishing Group, 1999. Reading level: Adult.

Chadwick, Roxanne. Anne Morrow. *Lindbergh: Pilot and Poet.* Minneapolis: Lerner Publishing Group, 1991. Reading level: Ages 12 and up.

Collins, David R. *Charles Lindbergh: Hero Pilot.* Illustrated by Victor Mays. Danbury, Conn.: Chelsea House Publishers, 1991. Reading level: Ages 9–12.

Lindbergh, Charles A. *The Spirit of St. Louis.* St. Paul: Minnesota Historical Society Press, 1994.

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name of project or unit (if appropriate):

brief description of project:

please list the program(s) you have used and describe how you used them in your class:

additional materials:

36

thanks!

official rules

NO PURCHASE NECESSARY
VOID WHERE PROHIBITED

1. ELIGIBILITY: Contest open to kindergarten through 12th grade teachers who are residents of and teaching within the United States (excluding Puerto Rico) between August 15, 2002, and November 1, 2002. Teachers must be 18 years of age or older as of August 15, 2002. Contest begins August 15, 2002, and ends November 1, 2002. Contest is subject to all federal, state and local laws. Employees of A&E Television Networks ("Sponsor"), its parent companies, affiliates, subsidiaries and agencies are not eligible. Judges and their family members are not eligible.

2. HOW TO ENTER: Teachers may enter the contest by writing and submitting an original description of an example of a creative way they are incorporating A&E and The History Channel programs and resources into their curriculum. The description of the use of materials in class must be legible and is limited to 500 words or less. Each entry must include the teacher's name, grade(s) taught, school, complete home address and zip code, home telephone number, school telephone number, and local cable system (if known), and should include the following (a) the name of the project or unit (if appropriate), (b) a brief description of the project, (c) a list of the program(s) used and description of how they were used in class, and (d) any additional materials used in support of the project or unit. Teachers may submit entries online by completing the entry form at the Ideas From Our Teachers Contest entry page at www.HistoryChannel.com/classroom or www.AandE.com/class and clicking on the submit button between 12:00:01 a.m. ET on August 15, 2002 and 11:59:59 p.m. ET on November 1, 2002, or by preparing a written or typed submission containing the appropriate information, or completing the entry form found in The Idea Book for Educators, and either faxing it to Sponsor at (212) 551-1540, or by mailing it to: Ideas From Our Teachers Contest, Community Marketing, A&E Television Networks, 235 E. 45th Street, NY, NY 10017. All fax entries must by submitted by 11:59:59 p.m. ET on November 1, 2002, and all mail in entries must be postmarked by November 1, 2002, and received by November 7, 2002. Teachers may enter as often as they wish, but each entry must be different and submitted separately by fax or online submission, or mailed in a separate postage-paid envelope.

3. PRIZES: Eight (8) winning submissions will be selected by a panel of educators and/or historians selected by Sponsor on or about November 15, 2002, and a prize of $500 will be awarded for each winning entry. Winners will be notified by telephone. Entries will be judged based on the following criteria: *Originality (1/3); *How well A&E® and/or The History Channel® program(s) and resources are incorporated into the lesson (1/3); *How well the lesson relates to the subject or topics being taught (1/3). Judges' decisions are final on all matters relating to this contest. Prizes will be awarded by February 28, 2003. Prizes are not transferable; no substitutions are allowed except by Sponsor who reserves the right to award a prize of equal or greater value. All winners will be required to verify address and execute and return an affidavit of eligibility, authenticity, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner selected. Taxes, if any, related to the prize are the responsibility of the individual winners. No responsibility or liability is assumed for damages, losses or injury resulting from acceptance or use of any prize.

4. CONDITIONS: All entries must be the sole, original work of the entrant. Judges may disqualify previously published submissions or those that have won previous awards or competitions. Winning entries will be featured in an upcoming issue of The Idea Book For Educators and online. All entries become the property of Sponsor and will not be acknowledged or returned. Entrants acknowledge and agree that Sponsor has the right to edit, adapt, modify, reproduce, publish, transmit, promote and otherwise use entries in any manner and media. Acceptance of prize constitutes permission to use the winners' names and likenesses without further compensation, except where prohibited by law. Entrants are responsible for all online charges incurred by their Internet Service Providers, and for any facsimile or telephone charges incurred in connection with facsimile submissions. Sponsor is not responsible for malfunctions of electronic equipment, computer hardware or software, facsimile machines or lost, late, incomplete, illegible, postage-due, or misdirected entries. Sponsor and its agents are not responsible for problems downloading entries from the web site or for any other technical problems related to web site entries. No information regarding entries or judging will be disclosed.

5. GENERAL: Contest is governed by the laws of the state of New York, and all claims must be resolved in the courts of New York County, New York. By entering, entrants: (a) agree to be bound by these Official Rules; and (b) release Sponsor and its agents from any and all liability, loss or damage arising out of their participation in this contest and with respect to the award, receipt, possession, use and/or misuse of any prize. By entering online, entrants agree to Sponsor's privacy policy, located at http://www.aande.com/feedback/privacy.html, and give their express permission to be contacted by Sponsor by email.

6. WINNERS' LIST: For a list of winners available after February 28, 2003, send a self-addressed, stamped envelope by March 15, 2003 to: Ideas From Our Teachers Contest Winners List, Community Marketing, A&E Television Networks, 235 E. 45th Street, NY, NY 10017.

7. SPONSOR: A&E Television Networks, 235 E. 45th Street, NY, NY 10017.

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National History Day

National Contest: June 15–19, 2003

During the 2002–2003 school year, National History Day invites students to research topics related to the theme "Rights and Responsibilities in History." The theme is broad enough in scope to encourage investigation of topics ranging from local to world history. Topics should be carefully selected and developed in ways that best use students' talents and abilities. Whether a topic is a well-known event in world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the significance of their topics in history, and show development over time. Studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme "Rights and Responsibilities in History." Then, students may develop papers, performances, documentaries, and exhibits for entry into National History Day competitions.

The History Channel Awards

The History Channel, the exclusive cable sponsor of the National History Day program, provides over $30,000 in scholarships, cash and prizes to award-winning participants. National History Day is open to all students in the United States and we encourage you to get involved.

High School Students will each receive a $5,000 scholarship
The Awards Categories are:

- ★ Best Senior Media Project
- ★ Best Senior Project Tied to a Historic Site
- ★ Best Senior International Project

Educators will each receive $3,000 and a video library for their school
The Awards Categories are:

- ★ Teacher of the Grand Prize Winner for National History Day
- ★ Teacher of the Best Senior Media Project
- ★ Teacher of the Best Senior Project Tied to a Historic Site
- ★ Teacher of the Best Senior International Project
- ★ Outstanding Contribution in History Education

HISTORY CLASSROOM

For more information please contact:
National History Day
0110 Cecil Hall
University of Maryland
College Park, MD 20742
301-314-9739

NHD NATIONAL HISTORY DAY

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recording suggestions

A&E and History Classroom

DURING THE SCHOOL YEAR there never seems to be enough time, which is why we offer our Classroom Calendars now! They feature six months of programming information, to give you time to think and create innovative lessons around these fascinating programs. Classroom programs are presented as a service for teachers, commercial-free, five days a week. Not only is taping permitted, it is positively encouraged!

Feedback from teachers around the country shows that they find the remarkable assortment of educational material on A&E and The History Channel Classroom an ideal way to enhance basic skills, to present complex material and to make the classroom experience more constructive, more enriching and more rewarding for teacher and students alike.

Get to Know the A&E and History Classroom Calendars

FEATURING PROGRAM DESCRIPTIONS and airdates, the Classroom Calendars allow you to easily select and plan for upcoming Classroom programs. This format is designed to be completely copier-friendly.

Scan the calendars of upcoming programs. Make notes on those which tie in most appropriately with your curriculum and those for which you want to design special class activities. Mark your calendars for dates and times when you will set your VCR to record the programs.

Tape Programs and Keep for up to Two Years

- **A&E CLASSROOM airs commercial-free Monday through Friday 7 to 8am ET & PT / 6 to 7am CT**
- **HISTORY CHANNEL CLASSROOM airs commercial-free Monday through Friday 6 to 7am ET & PT / 5 to 6am CT**

Check local listings for channel number and airtimes in your area.

Programs aired as part of our Classroom block may be videotaped and used in the classroom for up to two years from airdate. The exact length of time that an A&E or History Channel Classroom program may be retained appears on air at the beginning of each program. No other programs telecast should be videotaped for classroom use without express authorization from the copyright holder.

Create a System to Organize Your Tapes

ONCE YOU'VE TAPED A CLASSROOM program, catalog the contents on the cassette box and store. Here are some suggestions for setting up a video library:

- Create a filing system using colored stickers assigning a different color to each subject category; red for performing arts, blue for geography, etc.
- Write on the colored label the last date that the tape is usable in the classroom.
- Make a note on the label if support material is available for the program. If so, store videotape together with support material in an envelope so that the whole package is readily available.

Edit for Impact – Keep a Video Log

DEVELOP A VIDEO LOG to select segments which will give the greatest impact on your students and will help to illustrate the material you wish to cover. To keep a record of video selections, before viewing, set your VCR counter to 0, then using the pause button, record the counter numbers of the selections that interest you. With these numbers on your Video Log, it will be easy to cue up your tape to the correct segment for use in class. Here is a sample of what a Video Log might include.

DATE	PROGRAM	COUNTER BEGINS	COUNTER ENDS
NOTES			

Develop Classroom Activities

BEFORE VIEWING, QUIZ STUDENTS on their background knowledge. Show a short segment, pausing the program to encourage discussion and debate. Have students take notes and research related topics for additional information. Using Classroom programming in an interactive environment will enhance the development of language, writing and vocabulary skills. A lesson on critical viewing skills can also be incorporated to give students an appreciation of form as well as content.

Consider Classroom programs as a basis for cross-disciplinary projects. Share the Calendar with your colleagues and plan ahead. Design a related field trip or invite a guest speaker to attend your class.

To download corresponding teacher's guides for select Classroom programs visit us online at AandE.com/class or HistoryChannel.com/classroom.

request form for spring **2003**

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for educators

In order to receive the spring 2003 issue you must either fill out a form online or complete this form and return via fax, see below.

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Please share with us any comments or suggestions you have regarding A&E/The History Channel Classroom.

We look forward to hearing from you!

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